

Finally, Margery Freeman, in "The St. Mark's Ethnic Heritage Project: A Model for Ethnic Studies," describes the oral history project and videotape documentary funded by the U.S. Ethnic Heritage Studies Program, which recorded the experiences of the residents in the Tremé/Seventh Ward. Freeman asserts such programs "will expand in New Orleans because more and more citizens are learning to value and preserve those traditions and customs which have previously been taken for granted." If such a prediction materializes then the revitalization of ethnicity in contemporary America will re-affirm the distinctive nature of cultural diversity. In this respect, the successful public program, "Italians in Chicago," directed by Dominic Candeloro and funded by the National Endowment for the Humanities for 1979-1981, reflects a significant development in social history, along with the systematic teaching and research at the university level. The remarkable work of the Institute for Minority Studies at the University of Wisconsin-La Crosse, the Center for Migration Studies in New York, the Immigration History Research Center at the University of Minnesota, the Balch Institute in Philadelphia, to name a few, have contributed to the understanding of ethnicity.

Perspectives on Ethnicity in New Orleans represents history from the bottom up, of community studies, of family history, and of history of "ordinary" people. This collection of insightful essays will benefit the student of ethnic studies and the general public.

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---EDITOR'S NOTE---A limited number of copies of *Perspectives on Ethnicity in New Orleans* is available free of charge. Write John Cooke, Dept. of English, University of New Orleans, New Orleans, LA 70122.

FRANCESCO CORDASCO AND GEORGE BERNSTEIN, *BILINGUAL EDUCATION IN AMERICAN SCHOOLS: A GUIDE TO INFORMATION SOURCES*. Detroit: Gale Research Company, 1979, 307 pp. \$24.00.

This resource book is as valuable for non-specialists as it is for "old hands" in the area of bilingualism who want to have in one volume a guide to resources on Bilingual Education and related areas as they pertain to America.

The text is divided into nine chapters that cover the following topics: Historical and Sociocultural Perspectives; Curriculum, Programs, Guidance and Counseling; English as a Second Language; Teacher Education, Staff Training and Administration; Legislation; Federal and State Roles; Linguistics, Language, and Multilingualism; Tests, Measurements, and Evaluation. The first chapter includes Bibliographies and General References. Chapter Two, which is the longest (52 pages), lists numerous entries which were placed under

the heading of General and Miscellaneous; yet a close look at this list shows that most references could have been catalogued quite appropriately under one or another of the chapters cited above, thus facilitating the reader's task when looking for specific topics.

Three separate indexes are provided--by title, by subject, and by author. Some errors were noted in these indexes. For example, while the work of Dr. Mari Luci Jaramillo is correctly inserted in the main text of the book, when listed by author in the index her name appears as Caramillo, an unfortunate mistake that will tend to confuse the reader. Also, orthography for the many Hispanic names listed is not systematically followed so that at times accent marks and tildes are correctly placed and at others totally omitted. An additional inconsistency of format was discovered when multiple authors or editors are entered in the indexes. While G. Keller, R. Teschner, and S. Viera are all given credit for editing *Bilingualism in the Bicentennial and Beyond*, the names of G. Bills and J. Craddock were omitted and only R. Teschner's name was entered as editor of *Spanish and English for United States Hispanos*. Similarly, A. Beltramo does not appear alongside Hernandez-Chavez's name as co-editor of *El Lenguaje de los Chicanos*. No explanation is given for this inconsistency.

This guide includes 1472 entries, many of which are annotated. Appendix I covers the functions of the National Network of Centers for Bilingual Education and provides the addresses of the various centers located throughout the United States according to the three major components of the network: Dissemination and Assessment, Materials Development, and Training Resources. Some of this information is not accurate to date, since several of the centers listed are no longer in existence or have changed their location. Appendix II describes the services and products of the National Clearing House for Bilingual Education.

The writers did a very comprehensive job in some areas such as master's theses and doctoral dissertations written on subjects that relate to bilingual education. On the other hand, there were some topics closely tied to bilingualism such as code-switching for which not a single entry was found. Similarly, several of the works of writers who have done extensive work in bilingualism such as Ervin-Tripp, Macnamara, Gumperz and others were omitted; as an example, J. Fishman's article entitled "Will Foreign Languages Still be Taught in the Year 2000?" which has appeared in various books and journals is not listed anywhere in this book. Also missing are such classics as J. Rubin's work on bilingualism in Paraguay. Yet other entries were made relating to foreign languages and to bilingualism in other parts of America and Canada and Mexico.

In conclusion, while *Bilingual Education in American Schools* does have its flaws, it is nevertheless a book that should become a part of the library of anyone interested and involved in the subject of bilingualism. The information that Cordasco and Bernstein have compiled is unquestionably valuable.

--Rosa Fernandez

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